

PETERSEN HOUSE MUSEUM

TERRITORIAL DAYS PROGRAM PRE-VISIT PACKET

Welcome to the Petersen House Territorial Days Program!

The Territorial Days program is designed to show students what life was like in the Tempe area between 1871 and 1912. This year the program has been revised to include a new section on ranching and farming in territorial Tempe.

- **EACH CLASS SHOULD BE DIVIDED INTO FOUR EQUAL GROUPS FOR THEIR VISIT TO THE PETERSEN HOUSE.**

THE TERRITORIAL DAYS PROGRAM PRE-VISIT PACKET INCLUDES:

Instructor's materials:

**Overview of program
Instructions for teacher**

Student's pre-visit materials:

**Pictures with questions
Biographies of Niels and Susanna Petersen
Excerpts from a diary by William H. Windes
Vocabulary list**



Note: All material in this packet is the property of the Tempe Historical Museum.

PETERSEN HOUSE MUSEUM



TERRITORIAL DAYS PROGRAM STUDENT PRE-VISIT ACTIVITIES

PETERSEN HOUSE MUSEUM

FOURTH GRADE TERRITORIAL DAYS PROGRAM PRE-VISIT MATERIALS

The Territorial Days program is designed to show students what life was like in the Tempe area between 1871 and 1912. This year the program has been revised to include a new section on ranching and farming in territorial Tempe.

The information and activities are divided into three areas:

PRE-VISIT INFORMATION:

- Tour information sheet

PRE-VISIT MATERIALS:

- Arizona History Timeline
- Homestead Act
- Desert Land Act
- Niels and Susanna Petersen Biographies

STUDENT PRE-VISIT ACTIVITIES:

- Activity One: Petersen House pictures
- Activity Two: William H. Windes diary excerpt
- Activity Three: Vocabulary words

ON-SITE VISIT:

This visit is not a general tour of the Petersen House. It is designed for the students to experience the Territorial Days program and its special activities.

- The tour focuses on life in Tempe between 1871 and 1912. It includes the following five stations and hands-on activities wherever possible.
 - Introduction for the entire class
(After this, the class will divide into four groups for the activities.)
 - Settling Tempe
 - Ranching and Farming in Territorial Tempe
 - Life at the Petersen House
 - Domestic Life in Territorial Tempe

POST-VISIT ACTIVITIES:

- Vocabulary match-up

TERRITORIAL DAYS PROGRAM INFORMATION SHEET FOR THE TEACHER



The Tempe Historical Museum is pleased to welcome you and your class to the Niels Petersen House. The Petersen House, a historic Queen Anne Victorian home built in 1892, is part of the Tempe Historical Museum. The Petersen House, originally the home of Niels and Susanna Petersen, was the center of a large ranch developed by Niels Petersen, a well-respected citizen of Tempe.

In order to prepare your students for their Territorial Days Program visit to the Petersen House, you will need to know the following information.

➤ **TERRITORIAL DAYS PROGRAM:**

Our Territorial Days Program is presented on Mondays and Tuesdays. This program has been developed for fourth grade students. The tour will take approximately 90 minutes.

➤ **GROUP SIZE:**

We can only have one class (approximately 30 students) at a time in the house.



Because of the narrow stairs, the fire code states that we can only have ten people, including the docent, upstairs at one time. Therefore, after a brief introduction, the class will divide into fourths and do the tour in small groups.

Note: Before you come, divide your class into four equal sections.

➤ **CHAPERONS:**

Because we need to break the group into fourths, you will need to bring one adult from the school for each of the four groups. These adults will need to be prepared to handle any discipline concerns.

➤ **FACILITIES AVAILABLE:**

There is a portable restroom facility outside, for use by your group. The house has a parking lot that is accessible off Southern Avenue for the buses. Petersen Park surrounds the house and is available for picnic lunches.



➤ **GENERAL INFORMATION:**

Please advise the students that this is an historic home, and as such, the furnishings in the house need to be protected. We only allow cameras without a flash inside the house. The students are asked not to touch the artifacts as they go through; however, we will try to involve the students in hands-on activities when appropriate. The docents will be wearing white cotton gloves whenever they show an artifact. This is done to protect the objects.



➤ **CONTACT:**

If you have any questions, please contact Jerri Copenhaver or Amy Douglass at the Tempe Historical Museum, 480-350-5100. Your comments are always welcome before, during and after the tour.

The Petersen House Territorial Days program addresses the following Arizona State learning standards for fourth grade social studies and language arts.

Standard 1: American History

Analyze the human experience through time, recognize the relationship of events and people, and interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona, American and world history.

1SS-E1 Research skills for history

Understand and apply the basic tools of historical research, including chronology and how to collect, interpret, and employ information from historical materials.

PO 1. Place key events on a timeline and apply chronological terms correctly.

PO 2. Describe the difference between primary and secondary sources.

Students will use primary and secondary sources that historians use to construct and understand the past such as letters, newspaper articles, maps, and government records. They will also be able to differentiate between fact and opinion and to explain the concept of a generalization.

1SS-E4 Describe the economic, social, and political life in the Arizona Territory and the legacy of various cultural groups to modern Arizona.

PO 4. The importance and contributions of various occupations to the growing Arizona communities, including soldiers, miners, merchants, freighters, homemakers, ranchers, cowboys, farmers, and railroad workers.

Students will learn what these jobs entailed and how they were essential to the growing community of Tempe. They will also learn about key individuals (the Petersens) and about the contributions of diverse populations to Arizona.

Concept 1. Research Skills for History

PO 1, PO 2, PO 3. Historical research is a process in which students examine topics or questions related to historical studies. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events.

The Petersen House itself is a primary resource with artifacts and replicas of furniture, appliances, tools and clothing from the period. The house is enhanced by a wealth of period photos. Students will reinforce their understanding of primary and secondary sources by examining these materials and drawing conclusions about life in Arizona during territorial times as compared with life in Tempe today.

Concept 2. Early Civilizations

PO 2. The geographic, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

The Hohokam and Pima use of irrigation and Spanish/Mexican/Yaqui introduction of cattle ranching, horses and the skills of the cowboy will be discussed with students in the new ranching/farming section of the tour.

Concept 5: Westward Expansion

PO1, PO4. Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

Students will learn why early settlers came to Tempe with government encouragement through the Homestead and Desert Land Acts.

Concept 7: Emergence of the Modern U.S.

PO 1, PO 2, PO 3. Economic, social, and cultural changes transformed the U.S. into a world power.

Students will explore how ranching, farming, and the building of Roosevelt Dam and railroads contributed to the success of the Petersens and other Valley residents by the time Arizona became a state.

Standard 3: Geography

Analyze locations, regions, and spatial connections, recognizing the natural and cultural processes that impact the way in which people and societies live and interact with each other and their environment.

3SS-E2 Describe the impact of interactions between people and the natural environment on the development of places and regions in Arizona, including how people have adapted to and modified the environment.

PO 1. Reasons for migration to, and the settlement and growth of Tempe, including ranching and agriculture.

Students will learn why early settlers came to Tempe and about farming and ranching in territorial days.

PO 4. How people have depended on the physical environment and its natural resources to satisfy their basic needs, including consequences of Arizonan's adaptation to, and modification of, the natural environment.

Students will learn about the modifications Tempeans made to the environment to fulfill their needs through irrigation and other means.

Concept 1. The World in Spatial Terms

PO 1, PO 5, PO 6, PO 7. The spatial perspective and associated geographic tools [maps] are used to organize and interpret information about people, places and environments.

Students will use maps to locate the Valley, the Salt River, Roosevelt Dam, and railroad routes to California. Maps will also be used to locate Denmark and compare and contrast farming for migrants in a temperate climate with that of an arid region.

Concept 2. Places and Regions

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

PO 2. Describe ways in which Arizona has changed over time from statehood to today.

Using photographs and maps students will compare their urban, technologically sophisticated life in Tempe with life on a farm one hundred years ago.

Concept 4. Human Systems

Human nature, their nature, and distribution affect societies and the Earth.

PO 1. Describe human dependence on the physical environment and natural resources to satisfy basic needs.

PO 2. Describe the impact of extreme natural events (e.g. . . .floods, droughts) on human and physical environments.

PO 3. Describe the impact of human modifications (e.g. dams. . .irrigation, agriculture) on the physical environments and ecosystems.

Students will learn about the effects of drought and flood on the Salt River Valley in territorial days. By examining photographs from this period, they will discover the farming and ranching practices that made life in the Valley viable.

Concept 6. Geographic Applications

Geographic thinking (asking and answering questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

PO 1. Describe the impact of geographic features (e.g. rivers, mountains, resources, deserts, climate) on migration and the location of human activities (e.g. settlement patterns).

Students will compare and contrast why people migrated to Tempe in territorial days with why people move to Tempe today.

Reading: Concept 6: Comprehension Strategies

PO 3. Generate clarifying questions in order to comprehend text. Students will be asked to “read” photographs and documents and will be asked questions to gauge their comprehension. Docents are trained in what museum educators call the inquiry method.

PO 5. Connect information and events in text to experience and to related text and sources. Primary source materials will be linked to information in students’ textbooks

PO 6. Use reading strategies to comprehend texts.

Docents will ask students to draw conclusions, determine cause and effect and make inferences based on questions about material presented at the Petersen House.

Writing: Concept 6: Research

PO 3. Write an informational report that includes main ideas(s) and relevant details.

Students will be asked to write a letter to a potential immigrant in Denmark telling them about the pros and cons of coming to Tempe and working for Mr. Petersen during territorial days in Arizona.

Students will be asked to write a journal about “A Day at the Petersen House,” including what they did, how the house was run, and what work was done on the farm.

Arizona History Timeline (European-American Arrival to Statehood)

- 1539** Francisco de Coronado leads an exploration as far as the Grand Canyon.
- 1700** Father Kino founds the mission San Xavier del Bac near Tucson.
- 1789** Congress passes the Northwest Ordinance.
- 1821** The Arizona region comes under Mexican control after Mexico's War of Independence.
- 1848** The Treaty of Guadalupe Hidalgo ends the Mexican-American War.
- 1850** Congress creates the New Mexico Territory which includes parts of Arizona.
- 1854** The United States buys more land from Mexico through the Gadsden Purchase.
- 1861** The Civil War begins.
- 1862** The Homestead Act is passed by Congress.
- 1862** Jefferson Davis proclaims Arizona a Confederate territory.
- 1863** President Lincoln signs the Arizona Organic Act, making Arizona a U.S. territory.
- 1865** The Civil War ends.
- 1877** The Desert Land Act is passed by Congress.
- 1887** The railroad comes to Tempe.
- 1890** Native American peoples in the Arizona Territory are confined to reservations.
- 1910** The Arizona Constitutional Convention takes place.
- 1911** Roosevelt Dam is completed on the Salt River.
- 1912** Arizona becomes the 48th state on February 14.

Niels Petersen

- He was born in the small farming community of Vilslev in southwestern Denmark on October 21, 1845.
- The youngest of six children, his parents were farmers.
- At 16 he decided to pursue a career as a sailor, joining the German Merchant Marines.
- He traveled to ports in China, the Philippines, the East Indies, and the United States.
- In 1870, he moved to California and worked as a miner.
- In the summer of 1871, he came to Tempe.
- He probably cleared and leveled the desert land and helped build the rock and brush diversion dams and the canals and ditches that were part of the extensive irrigation system in Tempe.
- He bought 20 acres of land and started raising alfalfa.
- In 1874, he filed a homestead claim for 160 additional acres under the provisions of the Homestead Act, enabling him to acquire land without actually having to purchase it.
- In 1878 he became a naturalized US citizen, a requirement to complete his homestead claim.
- He filed the final homestead papers in 1883, and the land became his.
- He enlarged his property holdings to nearly 2,000 acres. The Desert Land Act of 1877 enabled him to acquire more land at minimal cost.
- In 1892, he married Susanna Decker.
- He had this house built in 1892. It was completed in six months.
- He was a prominent leader and businessman in Tempe, and helped purchase land for the Territorial Normal School (now ASU).
- In 1895, he served a term on the 18th Legislative Assembly of the Territorial government, in the House of Representatives.
- He died in 1923 at the age of 78.

Susanna Decker Petersen

- She was born 1852 in South Montrose, Pennsylvania.
- She was one of seven children of George Decker and Caroline Reimer of Montrose.
- On September 1, 1892, she married Niels Petersen in her parent's home, Edgewood.
- She insisted on having a new home before moving to Tempe.
- After her mother died, she took care of her father.
- She managed the household at the ranch, and the farming and ranching businesses after Mr. Petersen died.
- She died of kidney failure in 1927.

Petersen House

- After Susanna's death in 1927, Edwin Decker, her nephew, and his wife Una Belle Hanna Decker lived in the house from 1927 to 1948.
- Then, Tom and Helen Harter and their daughters Susan and Eduarda (friends of the Deckers) lived here from 1951 to 1968.
- When Una Belle Decker died in 1968, the house was given to the Grand Lodge of Odd Fellows and Rebekahs of Arizona to be held in trust.
- In 1978, the house was placed on the National Register of Historic Places.
- In 1979, the Odd Fellows donated the house to the City of Tempe on the condition that it be restored and preserved. The Tempe Historical Society assumed the responsibility for seeing to the restoration and preservation of the house and grounds.
- The house was restored in the 1980s and was opened to visitors. The City of Tempe opened it as a museum in 1989.
- In 1990, the Petersen House received the Arizona Governor's Award for Historic Preservation.

Homestead Act of 1862

In the early years of our country people settled on the east coast and then moved inland across the Appalachian Mountains to the Ohio Valley. Later they moved west to Oregon, bypassing the land between the Missouri River and the Rocky Mountains which had been designated Indian Territory in the 1830s. However, in 1854, Congress passed the Kansas-Nebraska Act which opened that area for settlement. As the United States acquired more territory people continued to move west.

In 1862, President Lincoln signed the Homestead Act. The Homestead Act of 1862 allowed anyone who was at least 21 years of age and the head of a household to file for a quarter-section (160 acres) of free land in the western United States.

How to Homestead

1. File a homestead application and pay a filing fee
2. Plow at least ten acres
3. Build a house on the property
4. Dig a well for water
5. Put up fences around part of the land
6. Live on the property
7. Farm the land for 5 years

Desert Land Act of 1877

The Desert Land Act was passed by the United States Congress in 1877 to encourage and promote the economic development of the arid and semiarid public lands of the Western United States. Through the Act, individuals could apply for a desert-land tract to reclaim, irrigate and cultivate. The Act offered 640 acres of land to anyone who would pay \$1.25 an acre and promise to irrigate the land within three years. Individuals taking advantage of the Act were required to submit proof of their efforts to irrigate the land within three years.

ACTIVITY ONE

PETERSEN HOUSE PICTURES

TO THE STUDENTS:

We are delighted you will be coming to the Petersen House to learn what Tempe was like between 1871 and 1912 and how the Petersens lived at that time.

Before your visit to the Petersen House:

- 1. Look at each of the photographs in this activity and try to answer the questions.**
- 2. If you can't figure out the answer, don't worry; we will talk about all of these during your tour.**



PICTURE 1

This is a picture of the Petersen House. Does it look like your house? How is it different?

PICTURE 2

This is a picture of Mr. and Mrs. Petersen standing next to their bed on the lawn outside their house. Why would their bed be outside? Remember air conditioning had not been invented when the Petersens lived in the house.

PICTURE 3

This is a picture of Tempe in 1905 taken from the top of Hayden Butte. Can you find Mill Avenue? How does it look different today? What do you think is in the field in the background at the top left?

PICTURE 4

This is a picture of a horse and buggy crossing the Salt River with Hayden Butte in the background. Why do you think the horse and buggy are in the water? Why is there water in the river?

PICTURE 5

This is a picture of early farmers near Tempe. What do you think they are doing? How does the desert look different today from the desert you see in the background of this picture?

PICTURE 6

This is a picture of Mr. Petersen with some of the animals on his farm. What kind of work do you think these horses did for him? What other kinds of animals do you think he would have had on his farm?

PICTURE 7

This is a picture of an early canal in Tempe. What are canals used for today? What might they have been used for 100 years ago? How does this canal look different from canals in Tempe today?

PICTURE 8

This is a picture of a farmer working in his field near Tempe. What is in the ditch and the rows between the crops behind him? Why does the farmer have to water his crops in the desert?

PICTURE 9

This is a picture of Roosevelt Dam and the reservoir (lake) behind it. Why is it so important to be able to store water in the desert?

PICTURE 10

This is a picture of cowboys working with cattle on Mr. Petersen's ranch. Cattle on ranches roam by themselves. How would you know which cattle belonged to you? What do you think the cowboys are doing to the cattle in this picture?



PICTURE 1



PICTURE 2



PICTURE 3



PICTURE 4



PICTURE 5



PICTURE 6



PICTURE 7



No 4. Irrigating

PICTURE 8



PICTURE 9

Property of the Tempe Historical Museum.



PICTURE 10

Property of the Tempe Historical Museum.

ACTIVITY TWO

WILLIAM H. WINDES DIARY

Here are some quotes from a diary by William H. Windes entitled “Growing Up in Tempe, 1909 – 1929.”

Read through the diary and try to imagine you and your family in Tempe during territorial times.

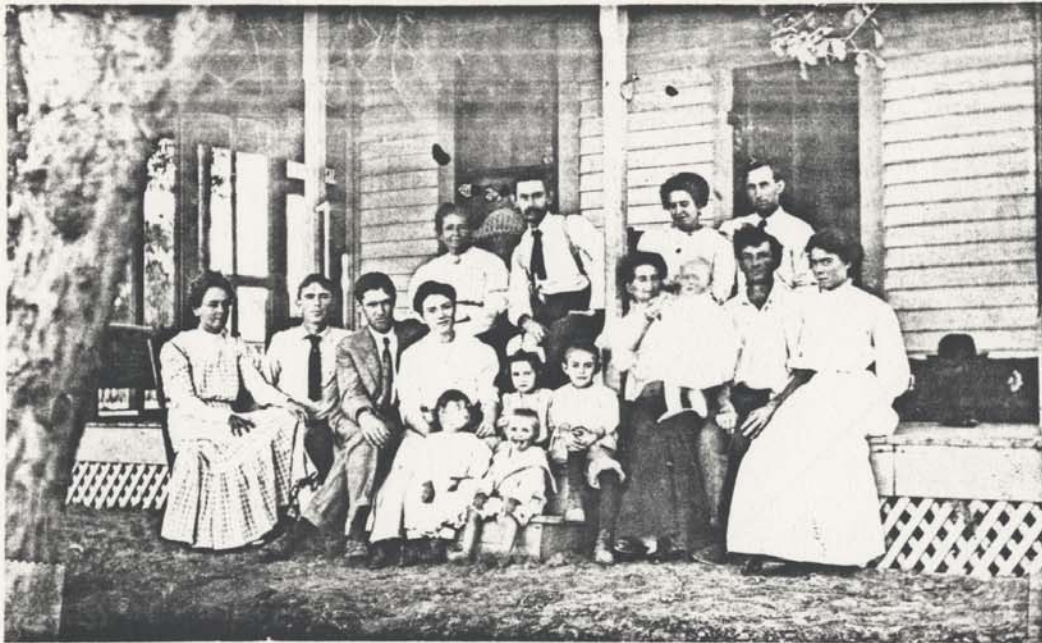
How would your life have been different from the way it is today?



Growing Up In Tempe
1909-1929

By
William H. Windes

1983



A Windes and Russell gathering in 1910 at 940 Van Ness. The Frank Windes family is in the center of the picture. William is the baby in the arms of his mother.



Frank and Maggie Windes at their home, 1017 Van Ness, in 1912 with their children. William (left), Harold, Nora, and Leldon.

Chapter 1

I come to Tempe

It doesn't seem all that long ago when Dr. B .B. Moeur gave me a spat on the bottom and brought me screaming into this world. But, just consider—there was no air-conditioning in Tempe, not even any swamp coolers; no computers, no TV's, no radios, no movie houses, no airplanes flying over, and maybe there were a half dozen automobiles! There was no wagon bridge over the Salt River, no Roosevelt Dam. We had no electricity in our house on Van Ness Avenue, no bathroom, no gas! There were no paved roads in Tempe. The little Territorial Normal School had fewer than 300 students. That was the year (1909) that the first Tempe high school was built, the year that Tempe got telephone service 24 hours a day. There wasn't even a fire truck!

But now consider the other side of the coin. There was a beautiful river that never ceased to flow; there was practically no air pollution; there was no rock music, no choking auto traffic, and most people didn't think it was necessary to lock all their doors when they went to bed at night.

Chapter 2

Family Lifestyles in Early Tempe

Most of the homes in our neighborhood were built on large lots at least 100 feet wide and 150 feet deep. Almost without exception every family had a chicken pen in the back yard and most had an orchard of fruit trees and a garden. About one family in three had one or more cows and those who didn't have cows bought milk from their neighbors. A few of the families had hogs as did the Ruppenthals across the alley. It is easy to understand why Tempe was so plagued with flies and mosquitoes in those days.

Chapter 3

The Annual Felton Cowdrive

The Feltons owned a field right across the road from us (just south of the Paynes) and they always kept a cow in that field. The Feltons also owned a farm (we always called it a ranch) out on East McDowell Road about where the Motorola Plant is now located. Whenever the town cow began to grow dry one or both of the Felton boys, James and Conway, were sent out to the ranch to drive in a fresh cow.

On one occasion I went out with Connie to drive in a cow. We went out in the evening and made down our bedrolls out in the farmyard and slept (or tried to sleep) until about three or four o'clock in the morning. We then drove the cow into town when there weren't many cars or wagons on the roads.

On that particular occasion we had no trouble. However, on one occasion one of their cows slipped into the canal east of Papago Park and swam on down through the flume that went over the roadway. They had a great deal of trouble finally getting the cow out of the canal.

As I said, we didn't have any trouble on the cow drive in which I was one of the drovers. That morning we got into town before good daylight. As we were about to pass the swimming pool it occurred to one or the other of us that it would be a nice time for a swim, so we tethered the cow to a tree, shucked off our clothes and took a free swim in our birthday suits.

Chapter 4

We had a privy next to the alley in back of our lot when I was a little boy. I think it was a “two-holer.” I remember making many a trip to it. Later, we put a bathroom with a toilet, tub, and lavatory in the house and my father dug a cesspool in the backyard. He then enlarged the old privy and made it into a storehouse for coal and wood.

We had no electricity in our house when I was a small boy and of course used coal oil lamps.

All homes in Tempe were heated with coal and wood stoves, and most of the cooking was done on coal and wood ranges. Our range had water pipes in the fire-box that served to heat the water in the hot water tank nearby.

It seems that we had hot biscuits and gravy for breakfast every morning when I was a small boy. The old range must not have been too efficient for it seems that the biscuits always had a black crust on the bottom.

There were large, open irrigation ditches all over town. Most streets had fairly deep ditches on both sides of the street and then there was always a fair-sized ditch leading into every yard. There were many tragedies in those days involving the drownings of small children in the irrigation ditches.

Chapter 5

Transportation in Early Tempe

When I was very young there were more buggies and wagons than there were automobiles in Tempe. We had a buggy and a mare named "Fanny." (It seems that most mares were named Fanny in those days.)

On one occasion I had ridden in the buggy with my parents to downtown Tempe. My father stopped the rig on the west side of Mill Avenue in front of "The Busy Corner" where the post office is now located. Apparently Dad didn't tie the mare properly but went into the store leaving me alone on the seat of the buggy. After a time Fanny decided to walk away pulling the buggy...Margaret let out a yell, as did I, and some man ran up and grabbed Fanny's bridle before she could run off with me.

I remember several occasions riding to and from Phoenix in a buggy or a rented surrey "with a fringe on top." It was an all day trip. I especially remember the big iron dog in front of one of the Phoenix stores, a big grey horse in front of another store, and the cannon in the court house yard.

Chapter 6

Our original frame home had a small living room, a dining room, one bedroom, a kitchen, and later a long screened sleeping porch around the south and east sides of the house. All houses in Tempe had sleeping porches in those days and almost everyone slept on those porches the year round. They had canvases which could be rolled down during the winter and cold and rainy weather.

During the hottest months of the summer many people slept out in the yard on beds or cots, some of which were covered with mosquito netting. There were always plenty of mosquitoes in Tempe.

We all remember the times when the rains would come during the summer nights and we would hurriedly roll up our bedding and dash into the house or onto the sleeping porches.

Chapter 7

When I was very young the one-cylinder Brush cars made quite an impression on my mind as they came down the road making a noise like “tin-tin-tin.”

There was a Chinese vegetable vendor who used to stop his truck out in front of our house. He cranked it on the side instead of in front.

There was one Tempe lady who used to drive around in an electric powered car. It was steered with a stick instead of a steering wheel.

A “closed-in” car (a sedan) was quite a rarity in the early days. Nearly all cars came equipped with ising-glass window curtains to be clipped on when it rained.

None of the early automobiles were built with rear trunks or any other storage compartments.

ACTIVITY THREE

VOCABULARY WORDS

Look through the vocabulary words so you know them when you come to the Petersen House Museum. All the words will be used during your tour.



VOCABULARY FOR PETERSEN HOUSE TERRITORIAL DAYS VISIT

AGRICULTURE – Preparing the soil for raising crops and livestock; farming.

ALFALFA – A deep-rooted plant widely grown for hay.

CANNING – To save fruits and vegetables by sealing in airtight cans or jars for future use.

FARMING – Farms are generally smaller than ranches. Crops are grown on farms and animals like chickens, hogs, and milk cows are raised on farms. The farmer feeds the animals and they live in barns, pens and pastures on the farm.

HISTORY – The study of past events, people and ideas.

HISTORIAN – Someone who studies the past. Historians ask questions about the evidence they find about the past and then use that information to tell factual stories.

IRRIGATION – To supply land with water by manmade systems; canals.

LANTERN – A form of lighting used before electricity was available.

LAUNDRY – A place for cleaning the family clothes.

LIVESTOCK – The horses, cattle, sheep, and other useful animals kept or raised on a farm or ranch.

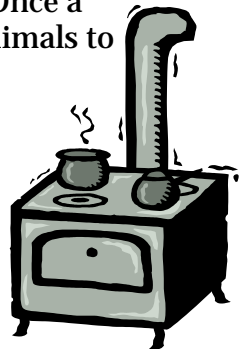
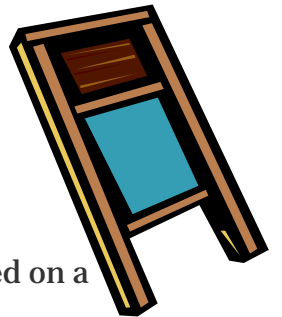
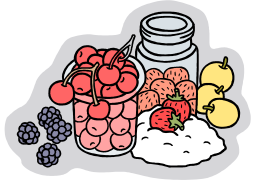
PARLOR – A room used primarily for conversation or to receive guests.

PHONOGRAPH – A machine that reproduces sound from a disc.

PRIMARY SOURCE – Original documents about an event, subject or person, or firsthand accounts by witnesses. Photographs, diaries, journals, and letters are examples of primary sources.

RANCHING – Ranches are usually much bigger than farms with lots of land for cattle to run free and graze on the grasses (and cacti). Cowboys tend to the cattle on horseback, checking to see that none of the livestock are injured, stolen, or have run away. Once a year the cowboys “round-up” the cattle to brand the new calves and select the animals to be sent to market. The cattle on ranches are raised for meat.

RANGE – A cooking stove that has an oven and a flat top with metal plates or racks to hold pots and pans over the flames.



ROOT CELLAR – An underground room used for the storage of root crops or other vegetables. Root crops are potatoes, carrots, beets, etc.

SECONDARY SOURCE – Documents that describe an event, person, place or thing not created at the time it took place. Examples are articles and books written about people after they have died or about events that took place many years ago.

STAINED GLASS – Glass that has been colored, painted, or stained.

STEREOSCOPE – An instrument through which two pictures of the same object are viewed, producing the effect of a single three-dimensional picture of the object.

TERRITORY – A part of the United States not included within any state but having a separate legislature. The Governor is appointed by the President of the United States.

TREADLE – A pedal rocked back and forth by the foot to drive a machine.

**We look forward to
seeing you at the
Petersen House where
you can practice being a
historian for a day!**

**Start thinking like a
historian does. Bring
some questions with you
to ask during your visit!**